

Subject: Food Preparation and Nutrition

Year: GCSE

Topic: Food, Nutrition and Health

PAL	Physical activity level for one day.
Food availability	How easy it is to access food, as well as what types of foods are available.
Disposable income	Money left over for saving or spending after taxes have been paid.
Seasonal	Foods that are only available at certain times of the year.
Peer pressure	A feeling that you must do the same things as other people to fit in.
Culture	Our laws, morals, customs and habits.
Food miles	The distance that food is transported from producer to consumer.
Imported	When goods are brought in from other countries.
Intensive farming	Farming system that aims to produce as much yield as possible.
Genetically modified	Foods produced from plants or animals that have had their genes changed.
Global warming	The gradual increase in temperature of the earth's atmosphere.
Greenhouse gases	Gases that contribute to global warming, including methane, carbon dioxide and water vapour.
Carbon footprint	The amount of greenhouse gases created in the production and transportation of foods.
Kosher	Food that is allowed to be eaten in Judaism, as it is considered clean.
Halal	Meat that has been slaughtered in a specific way, and so is allowed to be eaten by Muslims.
Food intolerance	A sensitivity to some foods.
Lactose	The sugar found naturally in milk.

Coeliac disease	A bowel disease where you are sensitive to gluten.
Coeliac	A person suffering from coeliac disease.
Food allergy	An allergic reaction to a specific food.
Anaphylactic shock	Swelling of the mouth and throat causing serious breathing difficulties.
Cuisine	A style of food characteristic to a particular country or region.
Organoleptic qualities	Characteristics of food that affect our organs and senses
Taste buds	Detect sweet, sour, salty and bitter tastes.
Umami	Provides food with a savoury or meaty flavour.
Olfactory system	The system in the body that enables you to detect aromas and smells.
Olfactory receptors	Send messages to the brain about smells.
Flavour	The combined sense of taste, mouthfeel and aroma.
Mouthfeel	The way that a food feels in the mouth.
Preference test	Used to find out if a product is acceptable to the consumer.
Fair testing	When a test is carried out in carefully controlled conditions, so that the results are reliable.
Grading tests	Used to produce a ranking, rating and profiling of a product.
Ranking tests	Used to measure the strength of a specific sensory property in a number of samples.
Rating tests	Allows people to rate the extent to which they like or dislike aspects of a product.
Sensory profiling	Used to obtain a detailed description of the appearance, taste and texture of a product.
Mandatory	Required by law.
Allergen	A substance that may cause an allergic reaction.
Marketing	Identifying consumers' needs and using that information to create products.

Home Learning Tasks

Each week you should complete one task to learn the key vocabulary required for the online weekly google classroom quizzes. You can choose from the following tasks:

- Use look, cover, right, check with clear use of black pen/ green pen, until you can correctly write all definitions twice without looking at them.
- Create a black pen/ green pen mind map of the keywords from the definitions, writing those you can remember from memory in black pen, and those you need to look up in green pen. Repeat until you can remember all definitions without looking at them.
- Create a set of flashcards of the keywords, then get someone in your household to test you on them. Continue until you have memorised all of the definitions correctly at least twice in a row.
- Create a set of flashcards of the keywords, then quiz yourself on them. You can do this by creating two piles: one of those you remembered off by heart correctly and one of those you could not remember correctly. Continue working through those you could not remember until you have memorised all of the definitions correctly at least twice in a row.
- Draw and label diagrams linked to the keywords, including the definitions. Repeat the process without looking at your original diagram or the knowledge organiser. Use green pen to fill in any you missed or got wrong. Repeat this process until all definitions are written correctly in black pen at least twice in a row.

You will also be required to write time plans for practical lessons completed. These will be due 1 week after the practical lesson has taken place, and need to be uploaded onto google classroom.